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Psychology - Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 curriculum overview	Memory Processes of memory (encoding, storage, retrieval) · Types of LTM (episodic, semantic, procedural) · Multi-store model · Serial position effect · Murdock's serial position curve · Reconstructive memory · Bartlett's War of the Ghosts study · Factors affecting memory accuracy	Research Methods Hypotheses (null, alternative) · Variables (IV, DV, extraneous) · Sampling methods · Research designs (experimental, case study, observation, questionnaire, interview) · Correlations · Ethics (BPS guidelines) · Data handling and descriptive statistics · Normal distribution	Perception Sensation vs perception · Monocular and binocular depth cues · Visual constancies · Gibson's direct theory (nature) · Gregory's constructivist theory (nurture) · Visual illusions (Ponzo, Müller-Lyer, Ames Room, Necker cube, Kanizsa triangle, Rubin's vase) · Perceptual set · Gilchrist & Nesberg study · Bruner & Minturn study	Development Early brain development (brain stem, thalamus, cerebellum, cortex) · Piaget's stage theory (four stages, assimilation, accommodation, egocentricity, conservation) · Hughes' policeman doll study · McGarrigle & Donaldson's naughty teddy study · Dweck's mindset theory · Willingham's learning theory	**Paper 1 Consolidation & Revision** Review: Memory, Perception, Development, Research Methods · Extended writing · Exam technique practice	**Exam Preparation & Bridging** Timed Paper 1 practice · Mark scheme application · Reflection on learning · Introduction to Year 11 themes
Key knowledge outcomes (students should know)	• Processes of memory: encoding (input), storage and retrieval (output) • Types of LTM: episodic memory,	• Hypotheses: null hypothesis and alternative hypothesis; directional and non-directional • Variables: independent variable	• Sensation vs perception: the difference between the two • Monocular depth cues: height in plane, relative size,	• Early brain development: from simple neural structures in the womb; development of brain stem, thalamus, cerebellum	**• All Paper 1 topics: key theories, studies, evaluations (Memory, Perception, Development, Research Methods)** • Command word meanings: describe, explain, evaluate, assess, discuss	**• GCSE Paper 1 exam format and timing** • Exam technique: using command words, structuring answers, time management • Introduction to Paper 2 themes: social influence, brain, language, mental health

	semantic memory and procedural memory • Multi-store model (Atkinson & Shiffrin, 1968): sensory register, STM, LTM; features of each store — coding, capacity and duration • Serial position effect: primacy and recency effects in recall; Murdock's serial position curve study • Memory as an active process: Theory of Reconstructive Memory including 'effort after meaning'; Bartlett's War of the Ghosts study (1932) • Factors affecting the accuracy of memory: interference, context and false memories	(IV), dependent variable (DV), extraneous variables • Sampling methods: random, opportunity, systematic, stratified — strengths and weaknesses of each • Research designs: experimental method (independent groups, repeated measures, matched pairs); laboratory, field and natural experiments; interviews; questionnaires; case studies; observation studies (categories of behaviour, interobserver reliability) • Correlations: scatter diagrams to show correlational relationships; strengths and weaknesses (computation of formulae not required) • Research procedures:	occlusion, linear perspective • Binocular depth cues: retinal disparity, convergence • Visual constancies: size constancy and shape constancy • Gibson's direct theory of perception (influence of nature): the real world provides sufficient information for direct perception without inference; role of motion parallax • Visual illusions — explanations: ambiguity, misinterpreted depth cues, fiction, size constancy; examples: Ponzo, Müller-Lyer, Rubin's vase, Ames Room, Kanizsa triangle, Necker cube • Gregory's constructivist theory of perception (influence	and cortex reflecting autonomic functions, sensory processing, movement and cognition; roles of nature and nurture • Piaget's stage theory and the development of intelligence: assimilation and accommodation; four stages of development — sensorimotor, pre-operational, concrete operational, formal operational; reduction of egocentricity; development of conservation • Hughes' policeman doll study: evidence challenging Piaget's view on egocentrism • McGarrigle & Donaldson's naughty teddy study: evidence challenging	• Mark scheme structure for 1-, 2-, 4-mark questions • Application of research methods across all topics	

		standardised procedures, randomisation, counterbalancing, control of extraneous variables • Ethical considerations: BPS guidelines — informed consent, deception, debrief, right to withdraw, protection from harm, confidentiality • Data handling: quantitative vs qualitative data; primary vs secondary data; descriptive statistics (mean, median, mode, range); frequency tables, bar charts, histograms, scatter diagrams; normal distribution	of nurture): perception uses inferences from visual cues and past experience to construct a model of reality • Factors affecting perception — perceptual set: effects of culture, motivation, emotion and expectation • Named studies: Gilchrist & Nesberg study (motivation); Bruner & Minturn study (expectation/perceptual set)	Piaget's view on conservation • Role of Piaget's theory in education: stage-appropriate tasks, discovery learning • Dweck's Mindset Theory: fixed mindset vs growth mindset; role of praise and self-efficacy beliefs in learning • Willingham's Learning Theory: criticism of learning styles; verbalisers and visualisers; importance of background knowledge		
Key skills (students should be able to)	• Describe the multi-store model using accurate	• Write null and alternative hypotheses (directional and non-directional)	• Compare and evaluate Gibson vs Gregory using	• Apply Piaget's stage theory to predict appropriate educational tasks for	**• Produce structured responses to exam-style questions across all topics** • Apply AO1 (knowledge),	**• Complete timed exam questions independently under exam conditions** • Self- and peer-assess

	psychological terminology (AO1) • Explain the difference between episodic, semantic and procedural LTM with examples (AO2) • Describe Murdock's serial position curve and explain what it tells us about STM and LTM (AO1/AO2) • Describe Bartlett's War of the Ghosts study using APFCC (AO1) • Evaluate reconstructive memory theory using methodological and ethical criteria (AO3) • Explain how interference, context and false memories affect memory accuracy (AO2)	• Identify and evaluate sampling methods in context • Design a simple psychological study, identifying variables, design and ethical issues • Interpret data: calculate mean, median, mode and range; draw bar charts, histograms and scatter diagrams; identify normal distributions • Evaluate research methods in terms of reliability, validity and ethical compliance	research and real-world evidence • Apply knowledge of depth cues to explain everyday perception and named visual illusions • Explain perceptual set using Gilchrist & Nesberg (motivation) and Bruner & Minturn (expectation) • Evaluate Gibson's and Gregory's theories for ecological validity, supporting evidence and practical application • Assess the reliability and validity of perception studies	children at each stage (AO2) • Evaluate Piaget's theory using Hughes' policeman doll and McGarrigle & Donaldson's naughty teddy as counter-evidence (AO3) • Distinguish between fixed and growth mindsets and apply Dweck's theory to educational scenarios (AO2) • Evaluate Willingham's criticism of learning styles with reference to evidence (AO3) • Discuss ethical issues in research with children (demand characteristics, right to withdraw, parental consent)	AO2 (application) and AO3 (evaluation) skills • Use GRAVE or PEE framework for extended evaluation • Identify and address individual knowledge gaps through practice papers	responses against mark schemes • Reflect on strengths and areas for development • Plan personalised revision strategies for Year 11
Year 11 curriculum overview	Social Influence Conformity to majority influence (social and	Brain and Neuropsychology	Language, Thought and Communication	Psychological Problems	**GCSE Revision — Papers 1 & 2** All topics: Memory, Perception, Development,	**GCSE Examinations** AQA GCSE Psychology (8182) · Paper 1: Cognition & Behaviour · Paper 2:

	dispositional factors, Asch's study) · Obedience (Milgram's agency theory, Adorno's authoritarian personality) · Prosocial behaviour and bystander behaviour (Piliavin's subway study) · Crowd and collective behaviour (social loafing, deindividuation)	Structure and function of the nervous system · Fight or flight · James-Lange theory of emotion · Neuron structure and synaptic transmission · Hebb's theory of learning · Brain structure and localisation of function · Penfield's study · Scanning techniques (CT, PET, fMRI) · Tulving's gold memory study · Neurological damage	Language and thought (Piaget vs Sapir-Whorf hypothesis) · Human vs animal communication · Von Frisch's bee study · Non-verbal communication (eye contact, body language, personal space) · Darwin's evolutionary theory of NVC · Yuki's emoticon study	Characteristics of mental health and cultural variations · Individual and social effects of mental health problems · Depression (characteristics, ICD diagnosis, biological and psychological explanations, antidepressants, CBT, Wiles' study) · Addiction (ICD criteria, genetic explanation, Kaij's twin study, peer influence, aversion therapy, 12-step programmes)	Research Methods, Social Influence, Brain & Neuropsychology, LTC, Psychological Problems	Social Context & Behaviour
Key knowledge outcomes (students should know)	• Conformity to majority influence: social factors — group size, anonymity, task difficulty; dispositional factors — personality, expertise; Asch's conformity study (line study)	• Structure and function of the nervous system: CNS and peripheral (somatic and autonomic); basic functions; autonomic nervous system and the fight or flight response;	• Language and thought: Piaget's theory — language depends on thought; Sapir-Whorf hypothesis — thinking depends on language; variation in recall of events and colour recognition	• Introduction to mental health: characteristics of mental health (positive engagement with society, effective coping with challenges); cultural variations in beliefs about mental health;	**• All Paper 1: Memory, Perception, Development, Research Methods — key theories and studies** • All Paper 2: Social Influence, Brain & Neuropsychology, LTC, Psychological Problems — key theories and studies • Research methods application across all topics; command words and mark scheme	**• GCSE Paper 1 and Paper 2 examination content fully consolidated** • Examination format, timings and question types for 8182

	• Obedience: Milgram's agency theory — role of agency, authority, culture and proximity; dispositional factors — Adorno's theory of the Authoritarian Personality • Prosocial behaviour and bystander behaviour: social factors — presence of others and cost of helping; dispositional factors — similarity to victim and expertise; Piliavin's subway study • Crowd and collective behaviour: prosocial and antisocial behaviour in crowds; social factors — social loafing, deindividuation and culture; dispositional factors — personality and morality	James-Lange theory of emotion • Neuron structure and function: sensory, relay and motor neurons; synaptic transmission — release and reuptake of neurotransmitters; excitation and inhibition; Hebb's theory of learning and neuronal growth • Brain structure and function: frontal, temporal, parietal and occipital lobes; cerebellum; basic functions; localisation of function — motor, somatosensory, visual, auditory and language areas; Penfield's study of the interpretive cortex • Neuropsychology: cognitive neuroscience; scanning techniques — CT, PET and fMRI;	across cultures (e.g. Native American cultures) • Human vs animal communication: limited functions of animal communication (survival, reproduction, territory, food); Von Frisch's bee study (waggle dance); properties of human communication not present in animal communication (e.g. plan ahead, discuss future events) • Non-verbal communication (NVC): definitions of NVC and verbal communication; functions of eye contact (regulating conversation, signalling attraction, expressing emotion); body language	increased challenges of modern living (isolation); reduced stigma; individual effects (damage to relationships, coping difficulties, physical wellbeing) and social effects (increased care needs, crime rates, economic implications) • Characteristics and diagnosis of depression: differences between unipolar depression, bipolar depression and sadness; ICD criteria — low mood, reduced energy, changes in sleep and appetite, decreased self-confidence; biological explanation — neurotransmitter imbalance (e.g. serotonin); psychological	structures • Extended answer (4-mark evaluation) techniques	

		Tulving's gold memory study; neurological damage (e.g. stroke or injury) and its effects on motor abilities and behaviour	(open and closed posture, postural echo, touch); personal space (cultural, status and gender differences) • Explanations of NVC: Darwin's evolutionary theory — NVC as evolved and adaptive; evidence NVB is innate (neonates, sensory-deprived individuals); evidence NVB is learned; Yuki's study of emoticons	explanation — negative schemas and attributions; treatments — antidepressants and CBT; Wiles' study of CBT effectiveness • Characteristics and diagnosis of addiction: difference between addiction/dependence and substance misuse/abuse; ICD dependence syndrome criteria; biological explanation — hereditary factors/genetic vulnerability; Kaij's twin study of alcohol abuse; psychological explanation — peer influence; treatments — aversion therapy; self-management programmes (self-help groups, 12-step recovery)		

Key skills (students should be able to)	• Evaluate Asch's conformity study using ethical and methodological criteria (AO3) • Apply Milgram's agency theory to explain real-world obedience scenarios (AO2) • Evaluate Piliavin's subway study in terms of ecological validity and ethics (AO3) • Explain crowd behaviour using social loafing and deindividuation with real examples (AO2) • Apply Adorno's authoritarian personality as a dispositional explanation of obedience (AO2/AO3)	• Describe brain structure and function accurately using correct anatomical terminology • Explain synaptic transmission and apply Hebb's theory to explain learning (AO1/AO2) • Evaluate Penfield's study in terms of methodology and what it tells us about localisation of function (AO3) • Compare scanning techniques (CT, PET, fMRI) in terms of strengths and limitations • Apply Tulving's gold memory study to evaluate neuropsychological methods • Explain how neurological damage (stroke, injury) can	• Compare and evaluate Piaget's theory and the Sapir-Whorf hypothesis using cross-cultural evidence (AO3) • Evaluate Von Frisch's bee study and apply it to explain differences between human and animal communication (AO1/AO2) • Analyse functions of NVC and apply to communication scenarios (AO2) • Evaluate Darwin's evolutionary theory of NVC using evidence from neonates and sensory-deprived individuals (AO3) • Apply Yuki's emoticon study to evaluate cultural differences in NVC (AO2/AO3)	• Apply biological and psychological explanations to depression and addiction (AO2) • Evaluate the effectiveness of CBT using Wiles' study — consider methodology, sample and ecological validity (AO3) • Apply Kaij's twin study to evaluate the genetic explanation of addiction (AO2/AO3) • Discuss nature vs nurture in relation to both depression and addiction (AO3) • Evaluate treatments for depression and addiction in terms of appropriateness, effectiveness and ethical considerations	**• Write structured 4-mark AO3 evaluations across all topics** • Use GRAVE or PEE frameworks for evaluation • Complete full past papers under timed conditions • Self-identify gaps and target revision effectively	**• Demonstrate examination knowledge under timed conditions** • Apply psychological understanding across all GCSE topics • Structure exam answers effectively (command words, PEE, evidence)

		affect motor abilities and behaviour (AO2)				
Year 12 curriculum overview	Social Influence (Paper 1) Types of conformity (internalisation, compliance) · ISI and NSI · Variables affecting conformity: group size, unanimity, task difficulty (Asch) · Conformity to social roles (Zimbardo) · Obedience: agentic state, legitimacy of authority, situational variables — proximity, location, uniform (Milgram) · Authoritarian Personality · Resistance to social influence (social support, locus of control) · Minority influence (consistency, commitment, flexibility) · Social influence and social change	Memory (Paper 1) Multi-store model (sensory register, STM, LTM; coding, capacity, duration) · Types of LTM (episodic, semantic, procedural) · Working memory model (central executive, phonological loop, visuo-spatial sketchpad, episodic buffer; coding and capacity) · Explanations for forgetting: proactive interference, retroactive interference, retrieval failure · Factors affecting EWT (leading questions, post-event discussion, anxiety) · Cognitive interview	Attachment (Paper 1) Caregiver-infant interactions (reciprocity, interactional synchrony) · Stages of attachment (Schaffer); multiple attachments; role of the father · Animal studies: Lorenz (imprinting), Harlow (contact comfort) · Learning theory and Bowlby's monotropic theory · Critical period and internal working model · Ainsworth's Strange Situation (secure, insecure-avoidant, insecure-resistant) · Cultural variations (van Ijzendoorn) · Maternal deprivation; Romanian orphan studies · Influence of early attachment on	Approaches in Psychology (Paper 2) Origins of Psychology (Wundt, introspection, emergence as science) · Behaviourist approach: classical conditioning (Pavlov), operant conditioning, types of reinforcement (Skinner) · Social Learning Theory: imitation, identification, vicarious reinforcement, mediational processes (Bandura) · Cognitive approach: internal mental processes, schema, theoretical/computer models, cognitive neuroscience · Biological approach: genotype/phenotype, evolution,	Biopsychology + Clinical Psychology & Mental Health (Paper 2 + Paper 1) Biopsychology: CNS/PNS divisions · Sensory/relay/motor neurons · Synaptic transmission (neurotransmitters, excitation, inhibition) · Endocrine system (glands and hormones) · Fight or flight response (role of adrenaline) · Brain scanning: fMRI, EEG and ERPs, post-mortem examinations · Localisation of function (motor, somatosensory, visual, auditory, language; Broca's and Wernicke's areas); split-brain	Clinical Psychology & Mental Health (continued) + Research Methods (Paper 1 + Paper 2) Clinical Psychology: Behavioural approach to phobias (two-process model, systematic desensitisation, flooding) · Cognitive approach to depression (Beck's negative triad, Ellis's ABC model, CBT) · Biological approach to OCD (genetic and neural explanations, drug therapy) · Research Methods: full coverage including observational techniques,

			childhood and adult relationships	neurochemistry · Psychodynamic approach: unconscious, Id/Ego/Superego, defence mechanisms (repression, denial, displacement), psychosexual stages · Humanistic Psychology: free will, self-actualisation, Maslow's hierarchy, congruence, conditions of worth · Comparison of approaches	research; plasticity and functional recovery after trauma · Clinical Psychology introduction: definitions of mental health; characteristics of phobias, depression and OCD	self-report, correlations, content analysis, case studies, inferential statistics (sign test, Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, t-tests, Chi-squared), reliability, validity, features of science
Key knowledge outcomes (students should know)	• Types of conformity: internalisation and compliance. Explanations: informational social influence (ISI) and normative social influence (NSI). Variables affecting conformity: group size, unanimity and task difficulty (Asch)	• Multi-store model: sensory register, STM and LTM; features — coding, capacity and duration for each store • Types of LTM: episodic, semantic and procedural memory • Working memory model: central executive, phonological loop,	• Caregiver-infant interactions: reciprocity and interactional synchrony; stages of attachment (Schaffer); multiple attachments; role of the father • Animal studies of attachment: Lorenz (imprinting) and	• Origins of Psychology: Wundt and introspection; emergence of psychology as a science • Behaviourist approach: classical conditioning (Pavlov); operant conditioning, types of reinforcement and punishment (Skinner)	[Biopsychology] • CNS (brain and spinal cord) and peripheral nervous system (somatic and autonomic divisions) • Structure and function of sensory, relay and motor neurons; synaptic transmission: release and reuptake of	[Clinical Psychology and Mental Health — explanations and treatments] • Behavioural approach to phobias: two-process model (classical and operant conditioning); systematic

	• Conformity to social roles: Zimbardo's Stanford Prison Experiment • Explanations for obedience: agentic state and legitimacy of authority; situational variables — proximity, location and uniform (Milgram). Dispositional explanation: the Authoritarian Personality • Explanations of resistance to social influence: social support and locus of control • Minority influence: consistency, commitment and flexibility • Social influence processes in social change	visuo-spatial sketchpad and episodic buffer; features — coding and capacity • Explanations for forgetting: proactive and retroactive interference; retrieval failure due to absence of cues • Factors affecting the accuracy of eyewitness testimony: leading questions, post-event discussion and anxiety; the cognitive interview	Harlow (contact comfort vs food) • Explanations of attachment: learning theory; Bowlby's monotropic theory — critical period and internal working model • Ainsworth's Strange Situation: secure, insecure-avoidant and insecure-resistant attachment; cultural variations (van Ijzendoorn) • Bowlby's theory of maternal deprivation; effects of institutionalisation — English and Romanian Adoptees project • Influence of early attachment on childhood and adult relationships	• Social Learning Theory: imitation, identification, modelling, vicarious reinforcement, mediational processes (Bandura) • Cognitive approach: internal mental processes; role of schema; theoretical and computer models; cognitive neuroscience • Biological approach: genetic basis of behaviour — genotype, phenotype and evolution; influence of biological structures and neurochemistry on behaviour • Psychodynamic approach: the role of the unconscious; Id, Ego and Superego; defence mechanisms (repression, denial,	neurotransmitters; excitation and inhibition • Endocrine system: glands and hormones; fight or flight response including role of adrenaline • Ways of studying the brain: scanning techniques — fMRI; EEG and ERPs; post-mortem examinations • Localisation of function: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas; split-brain research; plasticity and functional recovery after trauma [Clinical Psychology and Mental Health — introduction]	desensitisation (relaxation and hierarchy); flooding • Cognitive approach to depression: Beck's negative triad and Ellis's ABC model; CBT including challenging irrational thoughts • Biological approach to OCD: genetic and neural explanations; drug therapy [Research Methods — key A-Level additions] • Content analysis; case studies; levels of measurement (nominal, ordinal, interval) • Reliability (test-retest, inter-observer) and validity (face, concurrent,

				displacement); psychosexual stages • Humanistic Psychology: free will; self-actualisation and Maslow's hierarchy of needs; congruence; conditions of worth • Comparison of approaches	• Definitions: deviation from ideal mental health, deviation from social/cultural norms, failure to function adequately, statistical infrequency • Behavioural, emotional and cognitive characteristics of phobias, depression and OCD	ecological, temporal) • Features of science: objectivity, empirical method, replicability, falsifiability; paradigms and paradigm shifts; scientific report structure • Inferential testing: sign test; probability and significance (Type I and II errors); when to use: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test, Chi-squared
Key skills (students should be able to)	• Evaluate Milgram's obedience studies and Zimbardo's SPE using ethical and methodological criteria (AO3)	• Compare and evaluate the MSM and WMM using supporting and contradictory evidence (AO3) • Apply interference and retrieval failure	• Compare learning theory and Bowlby's monotropic theory as explanations of attachment (AO3) • Evaluate the Strange Situation for	• Critically compare the major approaches in Psychology using strengths and limitations (AO3)	• Describe and evaluate brain scanning techniques (fMRI, EEG, ERPs, post-mortem) for	• Evaluate the two-process model and treatments for phobias (systematic desensitisation vs flooding) (AO3)

	• Apply ISI and NSI to explain real-world conformity scenarios (AO2) • Distinguish between internalisation and compliance with examples (AO2) • Evaluate the Authoritarian Personality as a dispositional explanation of obedience (AO3) • Apply minority influence principles (consistency, commitment, flexibility) to explain social change (AO2/AO3)	theories to explain real-world memory failures (AO2) • Evaluate the cognitive interview as an improvement on standard police interview techniques (AO3) • Distinguish between types of LTM and evaluate research support (AO2/AO3) • Evaluate the reliability of eyewitness testimony with reference to leading questions, post-event discussion and anxiety (AO2/AO3)	validity, cultural bias and ethical considerations (AO3) • Apply Bowlby's internal working model to explain adult relationship patterns (AO2) • Evaluate the Romanian orphan studies for methodology and ethical implications (AO3) • Assess the role of nature and nurture in attachment using animal studies (AO3)	• Evaluate the behaviourist approach and SLT using classic study evidence (Pavlov, Skinner, Bandura) (AO3) • Apply the psychodynamic approach to explain human behaviour using case study evidence (AO2) • Evaluate humanistic psychology as a contribution to and limitation within scientific psychology (AO3) • Apply cognitive neuroscience to link cognitive and biological levels of explanation (AO2)	reliability and validity (AO3) • Explain synaptic transmission and apply knowledge of the endocrine system to explain behaviour under stress (AO2) • Evaluate evidence for localisation of function and brain plasticity (AO3) • Apply definitions of mental health to case examples and evaluate their limitations (AO2/AO3) • Describe and compare the behavioural, emotional and cognitive characteristics of phobias, depression and OCD (AO1)	• Evaluate CBT for depression using research evidence (AO3) • Evaluate the biological explanation and drug therapy for OCD (AO3) • Select and justify appropriate inferential statistical tests for given research scenarios (AO2/AO3) • Apply understanding of Type I and II errors to evaluate statistical decisions (AO2) • Write a full research methods section for a psychological study (AO2)

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Year 13 curriculum overview	Issues and Debates in Psychology (Paper 3 — compulsory) Gender bias: androcentrism, alpha and beta bias · Cultural bias: ethnocentrism and cultural relativism · Free will and determinism: hard/soft; biological, environmental and psychic determinism · Nature-nurture debate and interactionist approach · Holism and reductionism: biological reductionism, environmental (S-R) reductionism · Idiographic and nomothetic approaches · Social sensitivity in psychological research	Schizophrenia (Paper 3 — Option 2) Classification and diagnosis: positive symptoms (hallucinations, delusions) and negative symptoms (speech poverty, avolition); issues in diagnosis — co-morbidity, culture and gender bias, symptom overlap · Biological explanations: genetics and neural correlates (dopamine hypothesis) · Psychological explanations: family dysfunction; cognitive explanations (dysfunctional thought processing) · Drug therapy: typical and atypical antipsychotics · CBT and family therapy · Interactionist approach: diathesis-stress model	Relationships (Paper 3 — Option 1) Factors affecting attraction: self-disclosure; physical attractiveness (matching hypothesis); filter theory (social demography, similarity in attitudes, complementarity) · Theories of relationships: social exchange theory; equity theory; Rusbult's investment model (commitment, satisfaction, alternatives, investment); Duck's phase model of breakdown (intra-psychic, dyadic, social, grave dressing) · Online relationships: self-disclosure, deception, absence of gating · Parasocial	Aggression (Paper 3 — Option 3) Neural and hormonal mechanisms (limbic system, serotonin, testosterone) · Genetic factors (MAOA gene) · Ethological explanation (innate releasing mechanisms, fixed action patterns) · Evolutionary explanations of human aggression · Social psychological explanations: frustration-aggression hypothesis, SLT applied to aggression, de-individuation · Institutional aggression in prisons: dispositional and situational explanations · Media influences on aggression (desensitisation,	A-Level Revision Paper 1: Social Influence, Memory, Attachment, Clinical Psychology & Mental Health · Paper 2: Approaches, Biopsychology, Research Methods · Paper 3: Issues & Debates, Relationships, Schizophrenia, Aggression · Extended essay writing (AO1/AO2/AO3 integration) · Timed past paper practice	A-Level Examinations AQA A-Level Psychology (7182) · Paper 1: Introductory Topics in Psychology (2 hours, 96 marks) · Paper 2: Psychology in Context (2 hours, 96 marks) · Paper 3: Issues and Options in Psychology (2 hours, 96 marks)

			relationships: levels, absorption-addiction model, attachment theory explanation	disinhibition, cognitive priming, effects of computer games)		
Key knowledge outcomes (students should know)	• Gender and culture in Psychology: universality and bias; gender bias — androcentrism, alpha and beta bias; cultural bias — ethnocentrism and cultural relativism • Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism; scientific emphasis on causal explanations • Nature-nurture debate: relative importance of heredity and environment in determining behaviour; interactionist approach • Holism and reductionism: levels of explanation in	• Positive symptoms of schizophrenia: hallucinations and delusions. Negative symptoms: speech poverty and avolition. Issues in diagnosis: co-morbidity, culture and gender bias, symptom overlap • Biological explanations: genetics (concordance studies); neural correlates including the dopamine hypothesis • Psychological explanations: family dysfunction; cognitive explanations including dysfunctional thought processing • Drug therapy: typical antipsychotics (e.g. chlorpromazine) and	• Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness including the matching hypothesis; filter theory — social demography, similarity in attitudes and complementarity • Theories of romantic relationships: social exchange theory; equity theory; Rusbult's investment model — commitment, satisfaction, comparison with alternatives and investment; Duck's phase model of relationship breakdown —	• Neural and hormonal mechanisms in aggression: roles of the limbic system, serotonin and testosterone; genetic factors including the MAOA gene • Ethological explanation of aggression: innate releasing mechanisms and fixed action patterns; evolutionary explanations of human aggression • Social psychological explanations: frustration-aggression hypothesis; social learning theory as applied to human aggression; de-individuation	• Systematic revision of all Paper 1 content: Social Influence, Memory, Attachment, Clinical Psychology & Mental Health • Systematic revision of all Paper 2 content: Approaches, Biopsychology, Research Methods • Systematic revision of all Paper 3 content: Issues & Debates, Relationships, Schizophrenia, Aggression • Extended essay writing practice with AO1/AO2/AO3 integration (8-mark and 16-mark questions)	• All A-Level content consolidated across Papers 1, 2 and 3 • Exam structure: Paper 1 (Social Influence, Memory, Attachment, Clinical Psychology & MH), Paper 2 (Approaches, Biopsychology, RM), Paper 3 (Issues & Debates + Relationships, Schizophrenia, Aggression) • Final timed past paper practice under exam conditions

	Psychology; biological reductionism; environmental (stimulus-response) reductionism • Idiographic and nomothetic approaches to psychological investigation • Social sensitivity in psychological research	atypical antipsychotics (e.g. clozapine) • Psychological treatments: CBT; family therapy • Interactionist approach: the diathesis-stress model of schizophrenia	intra-psychic, dyadic, social and grave dressing phases • Online relationships: self-disclosure online; use of deception; effects of absence of gating • Parasocial relationships: levels of parasocial relationships; the absorption-addiction model; the attachment theory explanation	• Institutional aggression in the context of prisons: dispositional explanations (importation model) and situational explanations (deprivation model) • Media influences on aggression including effects of computer games; the role of desensitisation, disinhibition and cognitive priming	• Exam technique: structuring evaluative responses; applying Issues & Debates across the specification	
Key skills (students should be able to)	• Apply Issues and Debates evaluatively to topics across the specification with detailed examples (AO2) • Evaluate Psychology's claim to scientific status using criteria of objectivity, empiricism, replicability and falsifiability (AO3) • Distinguish between idiographic and	• Evaluate the reliability and validity of diagnosis of schizophrenia, including culture and gender bias (AO3) • Evaluate the dopamine hypothesis as a biological explanation (AO3) • Compare and evaluate drug therapy, CBT and family therapy	• Compare and evaluate social exchange theory and equity theory as explanations of relationship maintenance (AO3) • Apply Rusbult's investment model to explain relationship commitment and dissolution (AO2/AO3) • Evaluate Duck's phase model of	• Evaluate neural/hormonal and genetic explanations of aggression using research evidence, including the MAOA gene (AO3) • Apply the frustration-aggression hypothesis and SLT to explain real-world aggression (AO2) • Evaluate de-individuation as an	• Timed essay practice across all topics (8-mark and 16-mark responses) • Peer and self-assessment against mark schemes • Identification and revision of individual weak areas • Application skills: linking theory to	• Complete past papers under timed conditions • Review and address gaps identified from mock papers • Final consolidation of research methods for Paper 2 Section C

	nomothetic approaches and evaluate their application to psychological research (AO3) • Write extended essay responses (16 marks) linking Issues and Debates across multiple topics (AO1/AO2/AO3) • Evaluate the implications of gender and cultural bias in classic psychological studies (AO3)	for effectiveness and appropriateness (AO3) • Apply the diathesis-stress model to evaluate interactionist explanations of schizophrenia (AO2/AO3) • Write extended responses linking biological and psychological perspectives on schizophrenia (AO1/AO2/AO3)	relationship breakdown using research (AO3) • Evaluate online relationships with reference to absence of gating and the role of deception (AO3) • Evaluate parasocial relationships using the absorption-addiction model and attachment theory explanation (AO3)	explanation of crowd and online aggression (AO3) • Compare dispositional and situational explanations of institutional aggression in prisons (AO3) • Evaluate research on media influences on aggression, considering cause-and-effect and ethical issues (AO3)	novel scenarios (AO2) • Issues and Debates extended responses using cross-specification examples	